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AUTHOR	Tucker, Alan C., Ed.
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ABSTRACT

This report complements the Mathematical Association of America's curriculum recommendations about the undergraduate program in mathematics with a case studies approach that describes effective practices in undergraduate mathematics programs. The primary focus of this case studies project is not course content, but more general issues in the undergraduate enterprise such as effective instruction, advising, tailoring the curriculum to students' needs, and interactions between students and mathematics faculty. The heart of this project is a set of site visits to ten mathematics departments with undergraduate programs that are considered effective in one or more of the following categories: attracting and preparing large numbers of mathematics majors; preparing students to pursue advanced study in mathematics; preparing future school mathematics teachers; or attracting and preparing underrepresented groups in mathematics. This report describes general attitudes and strategies as well as effective activities and ways to create and sustain an environment that will foster such attitudes and activities. (MKR)

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